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ABSTRACT

This booklet describes the mini-awards programs that are provided by teacher centers as an alternative form of inservice teacher education. Mini-awards (or mini-grants) are monetary incentives given to an individual teacher or to a group of teachers to encourage curriculum and staff development and to address the professional needs of teachers. The information in this booklet is based on a survey of mini-award programs in 27 teacher centers. In a question-and-answer format, characteristics of mini-awards are explained, including how awards are used, how much a mini-award program costs, applications procedures and evaluations, and how projects are monitored. Problems in initiating a mini-awards program and ways that results are disseminated are also outlined. Appendices provide: (1) a list of teacher centers with mini-award programs; (2) two sample mini-awards application forms; (3) recommended guidelines for writing a mini-award proposal; (4) examples of contracts; (5) proposal evaluation criteria from three centers; and (6) two examples of announcements of mini-award programs. (PG)

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Teacher Centers & Mini-Awards

by Yvonne Hylton

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About the Author

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CONTENTS

What This Booklet Is About 5

What Is a Mini-Award? 6

What Are the Purposes of Mini-Awards? 6

Why a Mini-Awards Program? 8

What Does a Mini-Awards Program Cost? 9

What Are Award Moneys Used For? 10

Who Is Eligible to Participate in a Mini-Awards Program? 10

What Are the Procedures for Application? 11

How Are Proposals Selected for Funding? 13

Are There Time Limits for Projects? 14

How Are Projects Monitored? 15

How Do Staff Assist With Projects? 15

How Are Projects Evaluated? 16

How Are Project Results Disseminated? 17

What Problems Should Be Anticipated in Initiating a Mini-Awards Program? 18

What Topics Have Teachers Addressed in Mini-Award Projects? 21

What Do Teacher Center Directors Say About Mini-Awards? 21

Appendixes

A. Teacher Centers Reporting Mini-Awards Programs 23
B. Application Forms 25
C. Guidelines for Writing a Proposal 31
D. Contracts 35
E. Proposal Evaluation Criteria 37
F. Announcements of Mini-Awards Programs 41

WHAT THIS BOOKLET IS ABOUT

This booklet describes mini-awards programs, a service of many teacher centers. The programs are called by various names -- mini-awards, mini-grants, incentive grants -- but they all have a common goal: to provide teachers with an alternative form of in-service education. The programs reflect the overall philosophy of teacher centers -- that teachers can be responsible for their own professional development.

While we have only begun to recognize teacher centers and what they are doing, to talk about the philosophy of centers and how they differ from traditional staff development programs, the mini-awards deserve consideration in their own right.

The number of mini-awards programs is growing. As one center learns about the service from another, a mini-awards program is born in a new locality. The programs differ to varying degrees -- in the amount of grants, in time allowed to complete projects, in flexibility, and in human support. No two are exactly alike. Mini-awards are not programs that lose their thrust after the first year; they continue to attract more and more teachers. They have become so popular that some teacher centers are budgeting ever greater amounts of money for them.

During the spring of 1980, all teacher centers currently receiving funding under the federal Teacher Centers Program, as well as other centers, were asked to respond to a questionnaire survey and in some cases direct interviews about mini-awards programs. The response was good, with 27 centers across the country reporting that they have such a program (see Appendix A). This booklet reviews the purposes of and procedures followed

in the mini-awards programs in those 27 teacher centers. The information is believed to be a fair representation of the nature and structure of the programs and to speak to their success.

WHAT IS A MINI-AWARD?

A mini-award -- or mini-grant or incentive grant -- is a small monetary commitment to an individual teacher or a group of teachers to support a worthy professional project that otherwise might not be funded. Like some grant programs sponsored by foundations or organizations, mini-awards programs in teacher centers are competitive. A sum of money is allocated for the awards and teachers (and other eligible educators) apply for them. The application process is not complicated and budgetary requirements, while they may be restrictive, are manageable. An adopted procedure is in place for evaluating proposals and selecting award winners.

Mini-awards are monetary incentives for teachers to undertake professional growth activities. While some projects that are funded might be developed anyway, at the teachers' own expense in time and money, most earn teacher commitment because center staffs or policy boards have enough interest and belief in the projects to provide the dollars to finance them.

WHAT ARE THE PURPOSES OF MINI-AWARDS?

The primary purpose of mini-awards among the 27 teacher centers that have such a program is to encourage curriculum development. Curriculum

development projects may be undertaken by individuals or groups. They may be directly related to one teacher's classroom, the needs of a school, or the needs of the school district. They may support and extend the present curriculum or create a new curriculum. They may include the interests and biases of one teacher or universally accepted goals of many teachers. They give attention to delivery systems as well as to content. Overall, mini-award projects are seen as providing curriculum development in the broadest sense and with a variety of acceptable outcomes.

Mini-awards are also for the purpose of encouraging staff and individual professional development. Some grants provide opportunities for teachers to work together in identifying in-service needs and planning appropriate activities. Others provide for individual professional work, such as research or participation in conferences. In some centers, a teacher who receives a mini-award plans a workshop to share new information or acts as a resource person to other teachers.

Deserving of special emphasis is the fact that many mini-awards programs reflect a commitment to improving classroom instruction. Teachers are encouraged to make their classrooms more effective, more conducive to learning, through mini-award projects.

In summary, the purpose of mini-awards is to meet the curriculum development, staff development, professional, and classroom needs of teachers by providing the money for appropriate supportive activities. The programs seek to share financial resources in order to encourage sharing among human resources.

WHY A MINI-AWARDS PROGRAM?

How did the mini-awards idea come about? Why have teacher centers, with their limited resources and little or no experience with competitive grant operations, chosen mini-awards as a way of meeting teachers' professional development and instructional needs?

There are no clear answers to these questions. Some centers wrote an awards program into their original proposal for funding, and the idea has spread as the people involved have talked about mini-awards. Learning about the successful results of mini-awards or even just reading about a program or seeing a list of funded projects in a newsletter has often been enough to entice a staff person or policy board member to consider starting a program in his or her center. Obtaining copies of guidelines and talking with people from other centers soon indicates whether a mini-awards program can be designed for the local situation.

Some mini-awards programs began as a way of "individualizing the teacher center program" so that teachers can meet their specific needs when workshops aren't the answer. Most centering involves group participation or interaction. While centers are interested in the professional growth of individual teachers, they must be cost-effective and most of their time and money is spent on activities or materials from which groups of teachers can benefit. In addition, a continuing problem for teacher centers is devising activities that secondary school teachers can relate to their specialties. A program that serves individuals and requires little staff time and a small amount of money is desirable.

Mini-awards are also seen as a way of increasing teacher participation

in center activities. For example, those who cannot come to the center to share curriculum ideas or attend a workshop might work at home on a project.

Several centers said they adopted a mini-awards program because there was a need for innovation in their schools and the awards are a way of encouraging innovative teaching.

Perhaps the clearest answer as to why a center adopted the mini-awards approach is the one which restates the philosophy of teacher centers: teachers themselves know best what they need in the way of professional development.

WHAT DOES A MINI-AWARDS PROGRAM COST?

The amount of money budgeted for mini-awards varies greatly among the 27 teacher centers. The range is from $1000 to $20,000 annually; the average is $7552. A better picture is the percentage of total budget committed to mini-awards. Some centers allocate as much as 15 or 17 percent of their total budget for these awards and others as little as 1 or 2 percent; the average is 6.3 percent. In some places program moneys increase as mini-awards become more popular.

The amount of and limits on individual grants also vary. One-third of the centers said they set no limits and remain flexible. Most centers have guidelines, with limits ranging from $25 to $800 for individual applicants; groups may request from $150 to $1500. The average award for individual teachers is $340, and for groups, $600.

Some centers have several funding cycles each year, some only one, and many of them allocate a specific number of dollars per cycle. Several

centers see funding as a continuous process and make grants as needed.

The percentage of applications funded ranges from 25 to 100; the average is 74 percent. Some centers, of course, are more lenient than others in approving applications. Centers with strict guidelines, however, usually do not hesitate to reject poor proposals even if money is available. Generally a low percentage means the interest is greater than funds available. A higher percentage means either that the program is young and has few applicants or that sufficient money is budgeted to meet the demand.

WHAT ARE AWARD MONEYS USED FOR?

Mini-award moneys may be spent for several different purposes. Each center has its own rules. Among the 27 teacher centers studied, mini-award moneys may be used to pay for teacher expenses such as travel and materials, to provide released time (i.e., substitute pay), to pay teachers directly for time spent off the job in developing a project, to provide consultants, and/or to pay registration fees for attending conferences, workshops, or college courses.

WHO IS ELIGIBLE TO PARTICIPATE IN A MINI-AWARDS PROGRAM?

All teacher centers that have a mini-awards program of course allow teachers to apply. A few exclude policy board members on the basis of conflict of interest. A majority of the centers -- over 60 percent -- allow administrators to apply for grants, although some restrict them to joint

projects with teachers. One center allows projects in which students and parents work with a teacher, and another opens its program to the board of education. There was no mention of eligibility or restrictions on higher education personnel, but one center reported that college teachers had inquired about mini-awards.

Only 45 percent of the centers reported equal participation from elementary and secondary school educators in their mini-awards programs. While a few said more secondary than elementary teachers applied, more participation by elementary school personnel is the usual pattern. Still, over half the centers reported that secondary school teacher involvement was "good" and that mini-awards are a desirable way to increase their participation in staff development activities. Since teacher center staffs usually do not promote their programs in person to teachers, the fact that almost as many high school as elementary school teachers are applying for mini-awards is an encouraging factor for centers seeking more participation by secondary school staff.

WHAT ARE THE PROCEDURES FOR APPLICATION?

The application procedure for mini-awards is basically the same among the 27 teacher centers. Award seekers secure an application form, complete it, submit it to the teacher center, and wait to be contacted.

The application forms vary greatly, with no two centers using exactly the same form. The sizes range from less than a page to six or seven pages. The format for proposals is similar among the various forms -- a listing of objectives, a description of the project, a method of evaluation, a plan fo:

dissemination, and a budget.

Some applications ask for specific information. For example, the #1 Teacher Center in Columbia, South Carolina, which uses mini-awards to assist in developing in-service education programs, asks questions relating to the method of conducting the project to be funded and techniques to be used for determining performance levels of participants.

The BEST Center in Eugene, Oregon, asks for a support statement from the building principal. Others require the principal's approval to ensure administrative commitment to implementation of the project.

Because most teachers, like most other people, know little about grantsmanship, centers want the application process to be manageable for both the applicant and the selection committee. Some centers, such as the Washington West Resource Center in Waitsfield, Vermont, have revised their forms in order not to discourage teachers from seeking grants, or to make them more clear and concise. Also, most teachers need a lot of information about mini-awards before deciding to apply. The Amherst Area Teacher Center in Massachusetts has put together a complete and well-organized packet of information on its program.

Mini-award applications generally are not forms that can be filled out in a few minutes. They reflect a desire on the part of policy boards to ensure that sufficient thought and planning go into a proposal, that the applicant knows clearly what she/he wants to accomplish. Proposals that appear to have been prepared quickly often leave many questions unanswered and may not be funded. Applications that obviously have been refined over a period of time, that show determination to overcome inexperience with pro-

posal development and a concern for clarity and conciseness, are usually among the first chosen by a selection committee. To further ensure clarity of purpose and activity, some centers write a contract with the teacher after a proposal is selected for funding.

Perhaps the most difficult part of the application is developing a budget. Usually a line item budget is required, i.e., specific amounts for materials, travel, substitutes, printing, teacher time, and so forth. But all teachers are not familiar with budgeting and most applicants have trouble deciding how much money to request. Some ask for less money than is reasonable or may be allowed to complete the project, in order to appear conservative. Proposals have been funded simply because they included a small budget rather than being funded on their merits.

Many mini-award applications are constructed on a weighted point system that the selection committee uses for screening. This helps the applicant to see clearly how the project proposal will be evaluated.

See Appendix B for examples of mini-award application forms. In Appendix C are sample guidelines for writing a proposal. Examples of mini-award contracts are in Appendix D.

HOW ARE PROPOSALS SELECTED FOR FUNDING?

Teachers and/or teacher center staff are usually involved in some way in the selection of proposals for funding. A joint committee of teachers and staff may make the decisions, or a subcommittee of the policy board, or the staff alone. One center brings in educational consultants, and a few

centers include university people on the selection committee. Sometimes the staff reviews the proposals first and then passes them on to the committee; sometimes it's the other way around. In all cases, the policy board decides who will be responsible for selection.

Probably all the centers have written criteria for selection which are available to persons interested in applying for a mini-award. Some centers prepare evaluation sheets or score sheets for the selection committee to aid in the decision-making process. See Appendix E for examples of evaluation/selection criteria.

While most centers seek to make the whole application/selection process simple, that probably cannot happen in all places. Some centers say they are moving from informal to formal procedures as more, and more complex, proposals surface.

ARE THERE TIME LIMITS FOR PROJECTS?

Teacher centers allow anywhere from two weeks to a year for project development and implementation. The complexity of a project, of course, affects the limits imposed, and some centers are more flexible than others in this respect. Having an entire school year or a negotiable amount of time provides for great freedom in developing and implementing a project. Having only two months or until a certain date for completion may mean some appropriate activities cannot be undertaken.

Some centers encourage projects during the summer, commonly a time when many teachers prepare new materials or plan for the coming school year. Some centers whose stated purpose of mini-awards is to pursue short-term

objectives related to the classroom impose restrictions that force the project to be of such scope that it can be developed and implemented within a few weeks during the school year. Other centers place restrictions on time because they feel it would be difficult to monitor project development if they did not know when to expect completion.

HOW ARE PROJECTS MONITORED?

Most center staffs monitor mini-award projects. While some centers choose to monitor more closely than others, almost all of those that do check on progress contact the developers by phone or in person or require a written report at some point during the project. A few centers feel that their mini-award procedures assure the center of feedback and that they do not need to contact teachers during project development. Some centers reported that they assign a staff member to each project as an advisor but did not indicate whether that person meets or talks with the teacher at regular intervals during the project timeline. Most centers give grantees the freedom they need to develop their projects in their own way. Staff are there to monitor purchasing, provide typing, or just listen, not to direct.

HOW DO STAFF ASSIST WITH PROJECTS?

Staff assistance varies greatly among the responding centers. Some staff are available at all stages of the mini-award process, including proposal development. They may actually help shape ideas into workable projects. Others do not participate at all with proposal development, possibly because

they read and rate the proposals. Some centers do not initiate help for grantees but will gladly provide it upon request.

For the most part, centers seem to feel that project developers can operate on their own without a great commitment of staff time. This is certainly desirable in centers that have a very small staff or offer a wide variety of services in addition to mini-awards.

HOW ARE PROJECTS EVALUATED?

Evaluation of mini-award projects ranges from informal to formal. Some centers consider a project successful if the teacher-developer thinks it is successful. One center accepts as evaluation informal feedback from the developer, but most centers require more than that.

Some centers ask that a method of evaluation be stated in the project proposal. Some require a written report at the end of the project. A few expect the project to be shared with other teachers in workshops and use "shareability" as a form of evaluation. One center does a follow-up survey among teachers after a project has been implemented in the classroom. Several centers leave evaluation to the staff, who, through discussion or observation, determine if the project is successful and the money well spent. Center staff do not, of course, engage in classroom observation unless the teacher expressly requests it.

Two kinds of evaluation are considered desirable. First, the teacher should determine how well he/she developed the project in the stated time. For example, if the project is a unit on "Energy Economics," an assessment

should be made of the written product: Did the unit develop to the extent the teacher expected? Was there sufficient time to gather materials? Did the unit get printed in a form that could be disseminated to other teachers? Was the money spent to visit other classrooms to help develop the unit? In other words, did the teacher successfully do what he/she intended?

The second kind of evaluation should give a teacher center the sort of information often requested by other agencies that make project grants. This evaluation should take place after the project is implemented in the classroom or adopted (e.g., a curriculum guide) by the school district. Again, center staff do not take part in classroom observation except at the teacher's invitation.

Using the previous example of the economics unit, this second evaluation should ask a different set of questions: What impact did this unit have on student behaviors? Is this unit appropriate for the grade level taught? Are the objectives of this unit correlated with the basic skills mandated by the school district? Is the unit as good as (does it bring about the same results as) a commercial unit? Is it better? In other words, what educational impact does this unit have?

HOW ARE PROJECT RESULTS DISSEMINATED?

All teacher centers that give mini-awards recognize the importance of sharing the results of projects. In some cases, applicants are asked to suggest in the proposal the most appropriate vehicle for dissemination.

Sometimes the cost of dissemination is included in the award. For

example, a printed brochure may be listed as a budget item. But if the teacher center decides to publish information about a project after seeing the results, the center is responsible for the extra cost.

Teacher centers share the results of mini-award projects in a variety of ways: through newsletters, workshops developed by award recipients, journals, displays, instructional fairs, lending libraries, idea files, brochures, resource books, policy board meetings, and reports. The most popular methods are workshops and displays. Both are opportunities for teachers to speak to the success of their own projects, which itself provides a different kind of professional growth.

WHAT PROBLEMS SHOULD BE ANTICIPATED IN INITIATING A MINI-AWARDS PROGRAM?

Mini-awards programs increase in number each year. When this survey was conducted, many centers that reported no mini-awards program said they were planning to initiate one. They can benefit from the experience of others.

The survey asked about potential problems or pitfalls to anticipate when considering or initiating a mini-awards program. All the centers that have such a program had comments. The most frequent comment related to mini-award guidelines and selection criteria. Purposes and policies should be stated clearly and adopted before the application process begins, the centers said. Timelines should be established so that projects are not carried over too long a period of time. And even though a center may want to be flexible about the nature of the projects funded, the framework within which the

program operates should be specific.

The centers also warned against projects of too great a scope. One said, "Start with small projects," a reasonable suggestion -- the program can grow. Another, however, cautioned against awarding small amounts of money: "You can't do a lot with fifty or a hundred dollars." Perhaps the best advice is to be sure a project can logically be completed within its budget. For long-term projects, it was suggested that all money not be award at one time. Also, central purchasing or tax-free purchasing should be considered.

One respondent suggested that any center adopting a mini-awards program should plan to communicate effectively to the administration what mini-awards are about. It is important that all school staff understand the purpose of the program. Some teachers encounter so many problems, both personal and organizational, while trying to develop a project that it may never be completed or implemented. It may be wise not only to ask the teacher to discuss his/her project with the building administrator but to require the administrator's signature on the application, as a few centers now do. In those systems where released time is an important part of the mini-awards program, it would be prudent to secure a formal agreement with the school board on the use of and procedure for obtaining release time.

Centers should be aware that many teachers are reluctant to apply for a mini-award. Some just can't believe money is available for *them* and need to be convinced. Others are unsure about the kind of proposal to write and need help and encouragement. Some, aware of their lack of skill in proposal writing, are discouraged if the selection committee is too large or appears to be very critical of applications.

Problems in the selection process can arise if a teacher center prefers to allocate mini-award dollars to each school served by the center. If interest is high in one school and its money runs out, the selection committee could be faced with rejecting some good proposals and funding lesser ones from other schools just because moneys are still available there.

Another problem to anticipate relates to the way in which mini-award projects are monitored. One center said that constant monitoring is needed but cautioned that the people who volunteer to do it should evaluate their time and obligations before committing themselves to such an assignment. Also, mini-awards program guidelines should state what kind of monitoring will take place and what kind of assistance may be requested.

The teacher centers were also asked what they would do differently if they were just starting a mini-awards program. Most said "nothing." One center wished it had established advisory roles for staff or teachers and policy board members to help during the writing of proposals and execution of projects. Another would have limited applicants to classroom teachers, merely to aid in the implementation of projects: "Those not in the classroom cannot test new materials." Another center would have simplified the entire awards process, including broadening project requirements and awarding smaller grants so that more people could participate. Others would have given grants in the summer months rather than restricting them to the school year. One staff person said his center would reconsider borderline ratings of proposals by including applicant interviews as part of the selection process. Another said her center would like to have paid readers for their work.

Most centers rely on newsletters and fliers to explain the mini-awards program to teachers (see Appendix F). One now would talk with school faculties directly rather than relying on PR material and word-of-mouth.

WHAT TOPICS HAVE TEACHERS ADDRESSED IN MINI-AWARD PROJECTS?

A complete roster of mini-award topics from 27 teacher centers would indicate the great scope of teachers' professional needs and their interest in improving teaching and learning. The following brief list is meant only to reflect the diversity of projects that are possible through mini-awards.

Faculty Retreat on Communication
Nature Trails
Slide Program on Community Government
Children as Authors
"How I Began" -- Elementary Sex Education
Industrial Arts and Cooking for Third Grade
Parenting Course
Teacher Morale Project
Gifted "Model United Nations" Program
Stress for Superintendents
Virgin Islands Ecology Transparencies
Language Centers
Sentence Combining at Elementary and Secondary Levels
Behavior Incentives Program
Outdoor Amphitheater
Creating a Training Project for Reading Paraprofessionals

WHAT DO TEACHER CENTER DIRECTORS SAY ABOUT MINI-AWARDS?

The success of mini-awards and the important part they play in the total program of teacher centers has been alluded to here. The following comments of teacher center staff members need no elaboration.

Mini-grants are the strongest component of our program because teachers are growing from their ideas, they are nurtured and supported in the process over time, and the next steps are developing from the completed incentive projects.

--Jean Owen, SPEC Project, Albemarle, North Carolina

One of our most popular programs -- great for meeting needs of middle and high school teachers.

--Howard Knopf, Atlanta Area Center for Teachers, Atlanta, Georgia

Really helped our center remain busy during the summer -- too busy.

--John Miller, Nantucket Learning and Resource Center, Nantucket, Massachusetts

The best thing we've done, certainly getting the most for the dollar.

--Joan Scheeler, District M Teacher Center, Radford, Virginia

Staff has facetiously remarked that the quality of mini-awards is such that we should redirect our total budget to them in lieu of workshops and other components! The response has been excellent and the work far exceeds the money invested.

--Ruth Duquette, Albuquerque Teachers Learning Center, Albuquerque, New Mexico

Appendix A

TEACHER CENTERS REPORTING MINI-AWARDS PROGRAMS

The 27 teacher centers and staff persons listed below reported in the questionnaire survey and interviews that they have a mini-awards type program. Their cooperation in providing the information for this sutdy is acknowledged with appreciation.

Claremont Teacher Center
Claremont, California
Janene Brunett

Project RISE
Colchester, Connecticut
Mary Keenan

Atlanta Area Center for Teachers
Atlanta, Georgia
Howard Knopf

Northeast Georgia CESA Teacher Center
Winterville, Georgia
Marilyn Atyeo

Indianapolis Teacher Center
Indianapolis, Indiana
H. D. Budden

TRIAD Teacher Center
Lafayette, Indiana
Alan Garfinokel

AEA-7 Teacher Center
Waterloo, Iowa
Diane Gibson-Hebron

Amherst Area Teacher Center
Amherst, Massachusetts
Merrita Hruska

French River Teacher Center
Oxford, Massachusetts
Robert Richardson

Nantucket Learning and Resource Center
Nantucket, Massachusetts
John Miller

Northwest Staff Development Center
Livonia, Michigan
Nancy Allen

Northwest Mississippi Teacher Center
Senatobia, Mississippi
Lynn House

Las Vegas Teachers' Center
Las Vegas, Nevada
Doyle Fitzpatrick

Manchester Teacher Center
Manchester, New Hampshire
Roberta Banfield

Albuquerque Teachers Learning Center
Albuquerque, New Mexico
Ruthe Duquette

Mountain Area Teacher Education Center
Asheville, North Carolina
Jerry Russell

SPEC
Albemarle, North Carolina
Jean Owen

Franklin County Teacher Center
Columbus, Ohio
Jane Applegate

Wood County Area Teacher Center
Bowling Green, Ohio
Jim Robarge

Norman Teacher Center
Norman, Oklahoma
Elaine Hale

BEST Center
Eugene, Oregon
Cathy Method

#1 Teacher Center
Columbia, South Carolina
Jim Hockman

Oak Ridge Schools Teacher Center
Oak Ridge, Tennessee
William Burris

Moab Teachers' Center
Moab, Utah
Barbara Ing

Washington West Resource Center
Waitsfield, Vermont
Michael Carrino

District M Teacher Center
Radford, Virginia
Jon H. Dodds

Great Rivers Teacher Center
Sparta, Wisconsin
Connie Ruppenthal

Appendix B

APPLICATION FORMS

Franklin County Teacher Center, Columbus, Ohio

Amherst Area Teacher Center, Amherst, Massachusetts

Mini Awards

(up to $50.00)

Do you have an idea for a project or activity you've wanted to try but have never had the time or resources that would allow you to try it? The Teacher Center will reward your good ideas by providing resources that will enable you to forge ahead. Such awards are to help you

- develop a teaching activity for your classroom
- develop a workshop for other teachers
- study a particular problem or event in your classroom
- gain new knowledge in an area of interest
- produce new materials or displays
- create your own educational extravaganza

Applying is easy. Simply complete the form on this page and send it back to the Franklin County Teacher Center. Up to $50.00 will be awarded for your efforts. Proposals will be judged on the basis of originality, creativity, and uniqueness. Following the completion of your project, you will be required to submit a complete description of your project in writing to the Teacher Center. Deadline for submission is May 15, 1980. Awards will be granted by June 1, 1980.

Request for Mini-Award

Name _____

School, Grade Level and Content Area _____

School Address _____

School Phone _____

Home Address _____

Home Phone _____

Title of Project Idea _____

Describe Your Idea _____

_____

_____

_____

_____

_____

_____

_____

Materials Needed

(Description) (Cost)

_____

_____

_____

Time Needed _____

Other Resources Needed _____

_____

Expected Date of Completion _____

(Signature of Applicant) _____

FRANKLIN COUNTY Teacher Center

At COSI, 280 E. Broad St.
Columbus, Ohio 43215

MINIGRANT PROPOSAL FORM

Project Number _____

Date Submitted _____

I. Descriptors

TITLE: _____

PARTICIPANTS: _____ (Name, School)

BEGINNING DATE: _____

ENDING DATE: _____

II. Needs Statement/Rationale

Amherst Area Teacher Center
East St. School Amherst, MA 01002 (413) 253-9363

III. Plan

ACTIVITIES PLANNED TO CARRY OUT GOALS AND OBJECTIVES	RESOURCES: SUPPORT SERVICES NEEDED TO CARRY OUT PLAN

IV. Sharing

PLAN:

INTENDED STUDENT/TEACHER OUTCOMES	EVALUATION PLAN

V. Final Report

DATE TO BE SUBMITTED: FORMAT:

VI. **Budget**

PERSONNEL

	Name	Purpose	Rate	Amount
1)				
2)				
3)				
4)				

TRAVEL

	Item	Purpose	Rate	Amount
1)				
2)				
3)				
4)				

MATERIALS AND SUPPLIES

	Item	Purpose	Rate	Amount
1)				
2)				
3)				
4)				
5)				
6)				

SUPPORT SERVICES

	Service	Purpose	Rate	Amount
1)				
2)				

FEES AND REGISTRATION

	Title	Purpose	Rate	Amount
1)				
2)				

TOTAL _____

Signature Date

RELEASE TIME APPROVAL _____

INSERVICE TEAM OR SDAG _____

BUILDING ADMINISTRATOR _____

AATC POLICY BOARD _____

Appendix C

GUIDELINES FOR WRITING A PROPOSAL

Excerpts from "Guidelines for Writing and Submitting a Teacher Center Minigrant," Amherst Area Teacher Center, Amherst, Massachusetts. (See AATC minigrant application form in Appendix B.)

* * * * *

II. Proposal Form

A. Descriptors

. . . Part I of the Minigrant Proposal Form, titled Descriptors, requests basic information about your work plan. The project number will be assigned by the AATC staff. You begin by filling in the date. It should be the day the proposal is submitted to the Inservice Team or appropriate Staff Development Advisory Group (SDAG). Line one calls for the title of the proposal. The title should concisely reflect the content of the proposal. The participants list should include all those directly connected with the project, i.e., the team submitting the request, consultants, and adjunct personnel. The beginning date will indicate when you intend to start work on the project. The ending date is the anticipated date the project will be completed, including the final report. In the case of travel or a conference, also indicate the dates of the event.

B. Needs Statement/Rationale

The needs statement should focus very quickly upon the reason(s) the project needs to be undertaken. Respond to the following areas:

1. Type of request: Inservice course, workshop, conference, convention, college course, curriculum development, other

2. Focus of project: Multicultural and nonsexist education, writing, transition, adolescence, leadership, identified building priority.

3. Target of project outcomes: Teachers, students, specific classrooms, specific buildings, entire district, multiple districts.

4. Goal statement and objectives: *What* is the intent of the project.

5. Project methods: *How* this project will meet the identified needs.

6. Source of support: *Why* the teacher center is the best source to address the identified needs.

It is important to remember that all proposals must *clearly reflect* the . . . identified AATC objectives . . . .

C. Action Plan

In column one, separately list each activity that is planned to carry out the goal and objectives outlined in the rationale. Be specific, indicating exactly what you plan to do.

Next to each activity you list, indicate the resources you will use to carry out the plan. List the material resources and the human resources that are available to support your efforts. Indicate if you will be receiving support from the school system in any way, if you are providing any additional support personally or if you are receiving help from outside the school community. CHECK ALL OTHER POTENTIAL RESOURCES PRIOR TO SUBMITTING YOUR PROPOSAL . . . .

Column three provides a space where anticipated student and/or teacher outcomes can be identified. That is, what do you project might happen to either you, your students, your classroom, fellow teachers, your school or the school district as a result of your project? Are there short-term outcomes you expect? Long-range outcomes?

In the last column an evaluation plan should be presented that will elicit evidence that your objectives will be met. Determine the kind of evaluation methods that would best document your project. Consider:

- samples of student work
- anecdotal records
- self-reports
- pre- and post-tests
- standardized instruments
- observations
- outside evaluator/consultant
- photo essay
- log of activities
- tape recordings
- interviews
- self-designed instruments
- control and experimental groups.

The evaluation plan should address each activity and should explain *how* one would know your goal and objectives had been achieved.

D. Sharing

How can you best share the outcomes of your project with fellow staff members? Consider staff meetings, department meetings, FOCUS, curriculum kits, marathon days, workshops/courses, serving as a consultant, booklets, pamphlets, handouts, bulletin boards, photo displays, slide-tape presentations, student presentations, displays. Be creative!

E. Final Report

Again -- be creative! The final report does not need to be a written treatise. It can be, for example, oral, a media presentation, a workshop, or materials development. Select a format that is convenient for you and one that will explain your project in a logical and orderly fashion. The report should reflect the scope of your activity; that is, a slide-tape production for attending a one-day conference does not seem realistic. It is possible your way of sharing and the final report will be the same or very similar.

F. Budget

One of the most important aspects in developing your proposal is being able to accurately anticipate costs. IT IS CRUCIAL THAT ALL RELATED COSTS BE INCLUDED. . . .

G. Signatures

If your project requires release time during regular school hours, you must have the time approved *prior* to submission [of your proposal] to your Inservice Team or SDAG. Follow regular building procedures and have the appropriate administrator sign your Minigrant Proposal Form. . . .

Appendix D

CONTRACTS

ACT *THE ATLANTA AREA CENTER FOR TEACHERS*

c/o Mercer University in Atlanta – 3000 Flowers Road South – Atlanta, Georgia 30341
Telephone (404) 455-9108

CO-OPERATIVE INSTITUTIONS
Atlanta University
Emory University
Georgia Institute of Technology
Georgia State University
Mercer University
Oglethorpe University
The University of Georgia
West Georgia College

Howard H. Knopf, Director

CO-OPERATING SCHOOL SYSTEMS
Atlanta Public Schools
Buford City Schools
Clayton County Schools
Cobb County Schools
Decatur City Schools
DeKalb County Schools
Douglas County Schools
Fulton County Schools
Georgia Association of Independent Schools
Gwinnett County Schools
Marietta Public Schools
Newton County Schools
Rockdale County Schools

_____
Date

This contract is for Mini-Grant Award # _____; _____
Title

_____

As developer of this proposal, I agree to _____

_____

_____

I will submit an acceptable finished product (subject to approval by the Selection Committee) by _____.
Date

The finished product will be displayed in September, 1980 for one day.

I also agree to furnish AACT with _____

_____

_____.

I realize that upon completion of the requirements stated above, I will be reimbursed the sum of $_____. Monies will be awarded within approximately one month after the committee has approved the finished product.

_____ _____
Mini-Grant Developer Howard H. Knopf, Director, AACT

_____ _____
Dr. Charles Thompson, Director, M-CESA

FISCAL AGENT
Metropolitan Cooperative Educational Service Agency
2380 Adams Drive, N. W., Atlanta, Georgia 30318
Dr. Charles Thompson, Director

mcesa

AMHERST AREA TEACHER CENTER

PROJECT AGREEMENT CONTRACT

NAME: _____

PROJECT TITLE: _____

I agree to abide by my project report in the following ways:

I understand my compensation will be _____ with 50% to be paid upon the completion of the work days and 50% to be paid upon receipt of the summary report.

Signatures:

_____ _____

Participant Date

_____ _____

Amherst Area Teacher Center Date

Appendix E

PROPOSAL EVALUATION CRITERIA

Northwest Staff Development Center, Livonia, Michigan

Washington West Resource Center, Waitsfield, Vermont

Amherst Area Teacher Center, Amherst, Massachusetts
(See application form, Appendix B; guidelines for writing a proposal, Appendix C; contract, Appendix D)

NORTHWEST STAFF DEVELOPMENT CENTER
Wilcox Center, 29530 Munger, Livonia, Michigan 48154
261-7440

MINI - GRANT CRITERIA

1. The mini-grant must provide for an ongoing process rather than a single-session activity.

2. The person requesting the mini-grant must be part of the project.

3. A group of teachers or building staff(s) are working cooperatively on the project inasmuch as possible.

4. The project will have an effect on student and/or teacher growth.

5. Innovative or creative approaches will be preferred.

6. The participants in the project must be willing to share the process and products of their mini-grant with other interested CONSORTIUM educators.

7. Mini-grant funds would not be provided for regular instructional time, hardware, and prepared materials (kits, textbooks, filmstrips, etc.).

8. Mini-grant funds may be used for supplies or teacher-produced instructional materials (blank tapes, laminating, overheads, etc.).

NA:jk
10/31/79

WASHINGTON WEST RESOURCE CENTER INCENTIVE GRANTS
Readers Evaluation Form

Rate each section of the proposal on a scale from 1 to 10 (ten being the highest rating and one the lowest). Use the questions written after each Section Title as a guide for scoring. Only proposals receiving a total score of 50 or better will be competitively considered for funding.

1. Statement of Needs: Section Score
   (Are the needs expressed correctly?)

   1 2 3 4 5 6 7 8 9 10

2. Objectives:
   (Are the objectives clearly stated? Are the objectives attainable within the scope of available funds?)

   1 2 3 4 5 6 7 8 9 10

3. Activities:
   (Will the activities accomplish the objectives? Are the activities reality based?)

   1 2 3 4 5 6 7 8 9 10

4. Evaluation:
   (What measurement will be used to determine if the objectives have been achieved? Are criteria discussed which will be used to evaluate the results?)

   1 2 3 4 5 6 7 8 9 10

5. Dissemination:
   (Is a dissemination plan clearly stated? Is it an effective plan?)

   1 2 3 4 5 6 7 8 9 10

6. Budget:
   (Will the budget achieve the objectives? Are the estimated costs reasonable in relation to anticipated results?)

   1 2 3 4 5 6 7 8 9 10 OVERALL SCORE_____

MINIGRANT PROPOSAL EVALUATION CRITERIA

Amherst Area Teacher Center, Amherst, Massachusetts

Applications for funding will be evaluated on the basis of the following criteria. Each proposal MUST MEET ALL CRITERIA in order to be considered for funding. Use the checklist to record which criteria have been met. Additional comments and recommendations may be appended. Attach this completed form to the proposal and forward to the AATC. Reviewers should balance the desire to encourage many teachers to apply for AATC resources with the need to prioritize proposals. Factors to be considered in the evaluation are:

CHECK LIST

DESCRIPTORS/NEEDS STATEMENT

PARTS I & II

____ 1. A team approach is used.
____ 2. The proposed goals and objectives relate clearly to the Teacher Center designated objectives.
____ 3. The importance of the proposed work is clear.
____ 4. Project goals and objectives are clear and attainable.

PLAN OF ACTION

PART III

____ 5. The various sections of the plan of action inter-relate in a logical way.
____ 6. The activities are specific and clear.
____ 7. All resources have been accounted for including resources outside the AATC.
____ 8. Major outcomes are defined in relation to student and/or teacher needs.
____ 9. Outcomes are capable of being attained.
____ 10. Evaluation methods are appropriate for the size and duration of the project.

SHARING/FINAL REPORT

PARTS IV & V

____ 11. Provision is made for effective sharing of results.
____ 12. The final report will reflect the scope of the activity.

BUDGET

PART VI

____ 13. Estimated costs are accurate.
____ 14. Estimated costs are reasonable in relation to anticipated results.

TITLE: _____

DATE: _____ NUMBER: _____

COMMENTS: _____

_____

Appendix F

ANNOUNCEMENTS OF MINI-AWARDS PROGRAMS

Wood County Area Teacher Center, Bowling Green, Ohio

District M Teacher Center, Radford, Virginia

Wood County Area Teacher Center
Courthouse Square
Bowling Green, Ohio 43402
Phone: (419) 352-6531
1-800 - 472-4604
Ext. 2254

James A. Robarge, Director

ANNOUNCEMENT: MINI-AWARD OPPORTUNITY

PURPOSE: The mini-award is available to certified staff members who wish to develop and complete a professional development plan on a short-term basis.

NUMBER OF POSITIONS AVAILABLE: Approximately three

DURATION OF PROJECT/POSITION: Full-time cooperation and commitment for no less than two weeks and no more than four weeks.

SALARY/ASSIGNMENT: The accepted candidate will continue under current contract and fringe benefits. The Teacher Center will contract with the participating schools for substitute teachers to replace the professionals who are reassigned.

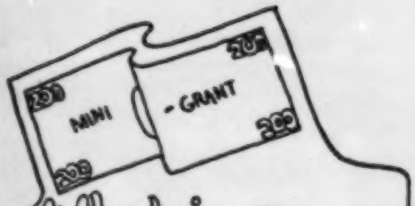
QUALIFICATIONS:
1. Any certified staff member employed by a district which is a member of the WCATC is eligible.
2. Recommendations by: building principal and superintendent.

JOB DESCRIPTION:
1. To complete the mini-award project.
2. To fulfill any class preparation, student evaluation or other responsibilities as determined by individual principals and/or superintendents.

PLEASE SEND:
1. The completed mini-award project application.
2. Letters of recommendation, which indicate support of your proposal, from your building principal and superintendent.

APPLICATION DATE
January 4,1980

PERIODS FOR MINI-AWARDS
February or March



What is a Mini-Grant Award?

A mini-grant award is an agreement from the Teacher Center to reimburse a teacher for time and materials for the development of a professional project. This project may subsequently be shared with other teachers via the Teacher Center. An award to an individual may be $100-$200. Several teachers may work together as a team and thereby receive greater funding.

What Kind of projects get awards?

The following projects have been awarded grants by other Teacher Centers:

- ★ Bank Street Residency Program
- ★ A musical play for k-1
- ★ Innovations in the Library
- ★ Career Alternatives for teachers
- ★ A timed educational game
- ★ Career Awareness for the Primary Grades
- ★ Learning-Teaching packets for research skills
- ★ Individualization: An Aid to Mainstreaming
- ★ Development and Utilization of an Outdoor Science Lab
- ★ Remedial and Enrichment Study Workshops in Math
- ★★ Your Idea ???

What are the Purposes of Mini-Grant Awards?

The mini-grant program is one way of helping teachers develop their own professional goals and better serve their students.

Mini-grant awards will be granted for the following purposes:

- To assist teachers in developing a teaching unit
- To produce materials for classroom instruction.
- To assist in planning a new or innovative program to be implemented by the teacher.
- To pursue a personal/professional goal which will enhance the role of the teacher.

How can I get one?

1. What funds are available?
   The total funds available for Mini-Grant Awards is $2,000. One teacher may apply for funds up to $200. Two teachers may apply for funds up to $400. Three or more teachers may apply for funds up to $500.
2. What can I use the money for?
   Money can be used for:
   - Purchasing materials for project. (We suggest no more than 10% of your budget.
   - Teacher time in planning and developing project.
   - Reimbursement for mileage.
   - Fees for conferences, workshops, and courses if directly related to project.
   - No monies may be used for consultants, experts, or expensive commercial products.
3. Who is eligible?
   All applications for awards must directly involve an elementary or secondary teacher who is currently employed in District M. Administrators may be considered if a teacher(s) is a co-applicant(s). Policy board members may apply, but may not serve on the selection committee.
4. How can I apply?
   Applications shall be made on approved forms. Each school will have one form on hand. Applicants may also call the Teacher Center to request a form.
5. What are the deadlines?
   Applications must be received by the Teacher Center by 5:00 p.m., Friday, May 2, 1980. The Teacher Center staff will initially screen all applicants by Friday, May 9, 1980. Winners, selected by the Proposal Review Committee, will be notified by Saturday, May 31, 1980.

DISTRICT M TEACHER CENTER

lettering + artwork by
Susan Srygley
3/80

200 THE DISTRICT M TEACHER CENTER 200

MINI GRANT

200 TWO HUNDRED DOLLARS 200